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ATTACHMENTS

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Attachments

- 20.- Statement of Assurances**
- 21.- Student Enrollment Chart**
- 22.- Financial Plan**
- 23.- Revenue Estimate Worksheet**
- 24.- Draft Parent Volunteer Contract**
- 25.- Community Partners: Key Biscayne
Education Foundation, Inc. materials**

APPLICATION COVER SHEET

Provide the name of the person that will serve as **the primary contact** for this Application. **One person** should serve as the contact for follow-up, interviews and notices regarding this Application.

NAME OF CHARTER SCHOOL: Key Biscayne Charter High School

NAME OF NONPROFIT CORPORATION THAT WILL HOLD THE CHARTER: Village of Key Biscayne

Has the Corporation applied for non-profit status? Yes _____ No X

NAME OF CONTACT PERSON: Genaro "Chip" Iglesias

TITLE/RELATIONSHIP TO NONPROFIT: Village Manager for the Village of Key Biscayne

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NAME OF MANAGEMENT COMPANY (if any): N/A

NAME OF PARTNER ORGANIZATION (if any): N/A

The proposed school will open in the fall of school year: 2009 - 2010

Term of Charter Requested 15 years

School Year	Grade Levels	Total Student Enrollment
First Year	9 and 10	Up to 125
Second Year	9. 10 and 11	Up to 200
Third Year	9. 10. 11 and 12	Up to 300
Fourth Year	9. 10. 11 and 12	Up to 350
Fifth Year	9. 10. 11 and 12	Up to 375

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Signature

Genaro "Chip" Iglesias

Printed Name

Date

THE VILLAGE OF KEY BISCAIYNE CHARTER HIGH SCHOOL APPLICATION

I. Educational Plan

1. Mission, Guiding Principles and Purpose

- ◆ Provide the mission statement for the proposed charter school.
The mission statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application and, if approved, the full term of the school's charter.
- ◆ Describe how the school will utilize the Guiding Principles found in s. 1002.33(2)(a).
In accordance with the law, charter schools shall be guided by the following principles:
 - *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*
 - *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
 - *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth learning for every year spent in the charter school.*
- ◆ Describe how the school will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b).
In accordance with the law, charter schools shall fulfill the following purposes:
 - *Improve student learning and academic achievement.*
 - *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
 - *Encourage the use of innovative learning methods.*
 - *Require the measurement of learning outcomes.*
- ◆ Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).
In accordance with the law, charter schools may fulfill the following optional purposes:
 - *Create innovative measurement tools.*
 - *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
 - *Expand the capacity of the public school system.*
 - *Mitigate the education impact created by the development of new residential dwelling units*
 - *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

The Village of Key Biscayne Learning Environment

The Village of Key Biscayne is a dynamic island community located 6 miles from the mainland. The Village comprises 1.25 square miles. The Village was incorporated in 1991. According to the US 2000 Census, the municipality is home to approximately 10,500 residents in 4,200 households. As the Village has grown, it has retained its small town charm and reputation as a wonderful place for families. Formerly transient apartments and condominiums once occupied by retirees and empty-nesters are now occupied by families who live in Key Biscayne year round. According to the 2000 census, there are roughly 3000

families out of which 32% have children under the age of 18 living with them. These children represent approximately 25% of the Village residents.

Families are attracted to the Village because it is international in culture with a small town feel and design. The 9 acre Village Green and the Civic Center (Community Center, Village all, Fire Station) sets the stage as the center of the Village with commercial and public uses in the immediate surroundings. The entire downtown area is community focused and pedestrian friendly. The outer edges of the Island are residential. Children can walk to the Village Center from any place on the Island and bicycles are a popular mode of transportation.

The Village children have historically been served by a Miami-Dade County public elementary school providing grades K-5th on the island. Eight years ago, the residents led a campaign to the School Board of Miami-Dade County to expand the elementary school to include 6th, 7th and 8th grades. As a result of this effort, the Key Biscayne K-8 Center was established. Today, the Key Biscayne K-8 Center is a Blue Ribbon, “A” rated school with 1100 students. Approximately 390 are in middle school with 130 in each class.

Community response to the local K-8 Center has been strong—undercut only by the lack of a local high school and the need to transfer to a private school during the middle school years in order to assure a high school slot. Approximately 30 students in each of the 6th, 7th and 8th grade classes leave the middle school for private school. Location of a high school alternative on the Island can help bring these students back to the M-DCPS middle school and increase the middle school class numbers.

The local population has grown to the point where the Village seeks to establish its own municipal charter high school to serve the 9th-12th grade residents of the Village. The current Miami-Dade County public school for Key Biscayne Charter High School students is located in Coral Gables—a 45-60 minute bus ride each way. Currently, there are 2 buses which commute each way to Coral Gables. Private high schools also are all located at a similar distance in Miami. The 90 to 120 minutes spent commuting each day are valuable hours for learning. These hours are much better spent in pursuit of a hobby, sport, experience or course of study of interest to the student. These are the hours where learning comes alive and takes place outside of the classroom. Anecdotally, locating a high school within the Village will significantly decrease the carbon footprint of the commute of 400 students.

The Village has researched the need and demand for a school and believes that the time has come to create a local option for high school. A school would elevate the quality of life for its residents by providing outstanding educational facilities for its children and a great opportunity for residents to work together as volunteers in support of the school.

The Village of Key Biscayne and its surroundings are an international environment for learning. Its residents are enthusiastic and its elected leaders provide visionary leadership to the community. Its size, location, and ethnic diversity create a unique culture that is global in nature. According to the U.S. 2000 Census, the Village is a culturally diverse community with 15% Cuban, 7% Colombian, 3% Peruvian, 2% Venezuelan, 1% Brazilian and 1% Nicaraguan residents. Notwithstanding the official census results, a quick view of the middle

school population reveals even more student diversity with representation of other nationalities. As of 2000, speakers of Spanish as a first language accounted for 60% of residents, while English made up 31%.

The Village is outstanding in its natural environment as well. A 1.25 square mile coastal barrier island, the Village is a natural laboratory for the study of science. The Atlantic Ocean borders the Village to the east and Biscayne Bay to the west. To the north lies Crandon Park with the Cape Florida Bill Baggs State Recreation Area to the south. These large parks provide excellent opportunities for world class tennis, golf, sailing, rowing - sculland the study on the natural environment. . The University of Miami Rosenstiel School of Marine and Atmospheric Sciences is located on the edge of the Village and could provide a marine biology partnership opportunity for students in the future.

Provide the mission statement for the proposed charter school

The predominant purpose of education is to provide the opportunity for each child to grow into his or her full capacity. Education is about opening doors, opening minds, and opening possibilities. The purpose of Key Biscayne Charter High School will be to “foster student learning and growth” in a community setting. Building character in our children enables them to reach their full potential: intellectually, physically, and morally. Our teaching will be directed to the whole child; making our school a caring community, conducive to teaching and learning.

Key Biscayne Charter High School will provide students with a world-class learning opportunity by maintaining a caring learning environment, involving parents and the community in school and after-school activities, utilizing innovative teaching techniques delivered by a superior faculty and offering a challenging curriculum that prepares children for lives of leadership in a rapidly changing world.

Mission Statement

Key Biscayne Charter High School will promote learning of leadership, academic growth, and ability to construct knowledge and individual responsibility promoting and developing reciprocal relations with the community.

Vision Statement

Key Biscayne Charter High School will form active community members and life-long learners with a clear sense of their roles to contribute to the future society.

Belief Statements

- We believe everyone deserves to be educated within his or her community and develop as a whole member of it.
- We believe educating high school students within their community strengthen themselves and the foundation of their families.

- We believe in schools that are center of their community, where students, staff, parents and community members are involved in their student's lifelong learning.
- We believe in providing a diverse curriculum that addresses student needs.
- We believe Key Biscayne's natural resources will provide High School students unique ways to develop their physical activity and sport talents.
- We believe that the students should be able to utilize the world class sports facilities located in their community in order to become proficient at a sport or activity.
- We believe that the Key Biscayne natural environment is a natural classroom that can bring real life lessons to the students.
- We believe the High School and related resources can serve all members of the community.
- We believe in a High School that supports mentoring initiatives that connect young people to caring adults.
- We believe Key Biscayne's community leaders and member's involvement in the High School will help students to deliver better future roles in society.
- We believe young people are better prepared for adult roles as parents and citizens when they get involved with their community.
- We believe students can make valuable contributions to their society.

Learning Environment

To prepare children to meet the needs of the 21st century the following learning environment characteristics will be developed and nurtured:

- There will be a warm, caring climate built on trust and communication.
- The school will be a safe place, drug and violence free.
- Children, youth and adults are expected to learn at high standards and be contributing members of their community.
- Community involvement with the High School will heighten community pride, and better rapport among students and residents.
- High School resources will be available to the community at large promoting a complete sense of community to be cultivated.
- Students will treat with respect people of diverse backgrounds and will develop a strong,

positive commitment to the welfare of the whole community.

- The students' creativity and curiosity will be encouraged.
- Students will be involved in thinking skills that examine, relate and evaluate all aspects of a situation or problem.
- Students and staff will work in an environment that promotes high academic standards.
- Students will be encouraged to find opportunities to promote positive interaction in helping and teaching their peers.

Describe how the school will utilize the Guiding Principles found in s. 1002.33(2)(a).

Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

The Village seeks to meet the high standards of student achievement in a local environment:

The school will meet the high standards of student achievement while providing parents the flexibility to choose among diverse educational opportunities within the state's public school system. Parental involvement is essential to students' success.

Key Biscayne Charter High School will provide a rigorous and relevant advanced curriculum that assures that state standards are met while going beyond to provide additional preparation for college readiness.

Key Biscayne Charter High School as envisioned will offer a balanced and flexible curriculum that provides a firm foundation in the core disciplines (Language Arts, Math, Science, History and the Arts). Students will be challenged in a positive and nurturing way.

A key component in Key Biscayne Charter High School will be the incorporation of technology in the teaching and learning methods offered. State-of-the-art computers will be provided in the classroom with recommended interactive educational software. By incorporating the effective use of technology into teaching methods, the student has the opportunity to learn to function using the materials available in the modern world, as well as to expand their exposure beyond the boundaries of the school and neighborhood. This approach will enhance critical thinking skills and allow teachers to help structure learning to the style and pace best suited to each individual student.

Establishment of a local public high school will give parents and students the flexibility to select a quality school within 1 mile of their home.

Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.

The Village seeks to promote enhanced academic success and financial efficiency in its new charter high school:

Accountability will be defined, in part, by the data from the State's Accountability Reports. With this information the school will measure its progress in meeting the needs of the student body.

The school will develop a School Improvement Plan in coordination with our charter sponsor staff and will work to annual update and amend the plan. This plan will detail specific goals and strategies to achieve both enhanced academic success and financial efficiency.

Student achievement will be monitored and evaluated as described in Section I. 5 of this application.

We want to provide each child with an opportunity to realize his or her full potential in a local, community school that is safe, orderly and small enough so that students feel recognized and cared for. We understand that in order to do that, our teachers must feel the same support and be given the same chance to maximize their own potential.

The Village, as the charter applicant, will provide municipal resources to the school in a manner that exercises economies of scale and allows for the lowest possible cost for quality administrative services. This will allow for maximization of resources and the ability to focus on the students.

Salaries will be set at a level that encourages the best possible teachers to come to the school.

An independent annual audit and regular board review of financial statements will also be employed to safeguard finances and promote financial efficiency.

Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

The Village seeks to provide a learning environment that works closely with parents and is measured at least annually:

Student success will be measured by the Florida Comprehensive Assessment Test (FCAT), graduation from high school and subsequent pursuit of postsecondary education.

Once the team of teachers has come together and developed the core curriculum and meet necessary requirements, the school will expand to use web-based technology for the posting of syllabus, homework assignments, school field trips and parent/teacher communication to provide parents with full information on progress at school.

Parents will receive progress reports and report cards on a regular basis. Parent conferences will be encouraged as needed. Other oral and written communication will be utilized as needed.

Describe how the school will meet the Prescribed Purposes for charter schools found in s. 1002.33(2)(b).

Improve student learning and academic achievement.

The educational approach of Key Biscayne Charter High School will be to enhance and improve learning and academic achievement through:

- Portfolio assessment
- Performance-based standards
- Collaborative efforts
- Innovative teaching / learning methods and measurement tools
- Project based learning
- Blending new and traditional approaches to mastery of core disciplines
- Using technology to tie it all together

The school's curriculum will be performance-based in correlating with the Sunshine State Standards and the Miami-Dade County Public Schools Competency-Based Curriculum. A thematic approach will be used to integrate all subject core areas including Mathematics, Reading, Language Arts, Writing, Science, Social Studies, Visual Arts, Music, Drama, Physical Education, and Technology. The school's educational philosophy, its core values and beliefs, are grounded on the use of innovative learning methods intended to increase learning for all students. These values and beliefs have been aligned to specific instructional strategies that have proven to raise student learning and achievement.

Key Biscayne Charter High School plans to offer a well-rounded, innovative and rigorous educational program that holds the school and its students accountable for meeting self-imposed goals and standards, as well as those required by the State of Florida. The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as any other age-appropriate research-based assessments. Using data from the published FCAT Reports to measure its own progress in meeting the needs of its student population, the school will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs in its annual school improvement plan. Through this process, students not making adequate progress towards mastery of the Sunshine State Standards will be identified, and appropriate measures for remediation will be instituted.

Parents must be an integral part of the learning environment. This will be accomplished through open communications, conferences and individualized meetings as needed. Parental involvement with the school will be encouraged at all levels.

Increase learning opportunities for all students, with special emphasis on low-performing students and reading.

The progress of each student is critical. For students who do not make adequate progress towards mastery of the Sunshine State Standards, differentiated instruction methods and

other appropriate measures will be instituted. Students not meeting standards will be monitored by their teacher and discussed in a team approach.

Students in need of remediation and/or students with special needs will have access to supervised study time and tutoring after school to accelerate their progress. The school will adopt the *Just Read, Florida! 9-12 Comprehensive Research Based Reading Plan*, as established by the Florida Department of Education.

More extensive and intensive individualized student plans are discussed in Sections I. 6 and I. 7 of this application.

Encourage the use of innovative learning methods.

Key Biscayne Charter High School will prepare students for difficult college coursework by focusing on students' intellectual and social development in tandem with mastery of the core subject areas. The School will offer a disciplined, balanced and enriched education of the highest quality in order to prepare the students for the rigor of college.

We plan to integrate a generous amount of character development into all subject areas, because we understand that good behavior, a solid character and honest willingness to work are cornerstones for success. We are also aware that these values and traits must be taught early and often if they are to take hold and stay with any student.

The School will explore innovative learning methods that teach 21st Century skills. Curriculum will include on-line learning, project based, real world experience and community service. Critical thinking skills will be imperative in the 21st Century and will be a key component to our educational philosophy. This is further described in Section I. 3.

Instructors and students will have access to state-of-the-art multimedia classrooms, science and computer laboratories. To strengthen computer literacy, tutorial software will be available for in-class and after-school use. To supplement career education tracks, students will have access to a Career Resources Office through which they will have access to information about career pathways, industries, job markets and searches, mentoring, career development portfolios, Co-Operative Education, internships, service learning—all the elements of a highly effective Schools-to-Careers Program. Teachers and Staff will have training in and access to instructional materials to reinforce Language Arts skills: Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, CRISS (Creating Independence through Student-owned Strategies), Book Sharing and Cooperative Groups.

Require the measurement of learning outcomes.

Student achievement is the heart of our school. It must be monitored, tested and assessed on a regular basis to ensure the learning process for each student. Section 5 of this application details the method by which the school will meet or achieve state standards for measurement of learning.

The School Improvement Plan, drafted in partnership with M-DCPS staff, will help to ensure

that data gained as a part of the evaluation is used to update, revise and improve the teaching methods each year. The school will also report progress on its goals, the learning outcomes of its students and other pertinent school wide data through the State issues Annual Accountability Report. Through this document the Charter High School will be required to document whether or not the school goals written in the School Improvement Plan have been met as well as providing other important information.

The School will participate in all applicable components of the Florida State Accountability system as required by Florida Statute, as well as, other age-appropriate assessments that may be recommended by the Sponsor. Subsequently, the School will utilize data from the State's published FCAT Reports to measure its progress in meeting the needs of its student population. Using the disaggregated data from those assessments, and any other pertinent data, the School will annually develop measurable learning objectives over the major subject areas, to target student learning and development needs and the School will publish those goals in their annual school improvement plan. Through this process, students not making adequate progress towards mastery of the Sunshine State Standards will be identified, and appropriate measures for remediation will be instituted. By determining and communicating specific responsibilities to its stakeholders, such as, governing board members, faculty and staff, students, and parents, etc. the school improvement plan will serve as a viable vehicle of continuous school-wide academic and financial success.

Apart from the introspective reflection that the school community will undergo through the development of the school improvement plan, the School will also report progress on its' goals, the learning outcomes of its students, and other pertinent school wide data through the State issued Annual Accountability Report. This report requires the School to document whether or not the school goals written in the School Improvement Plan have been met as well it requires other important data, such as, professionalism and credentials of faculty, salary information for staff, financial audit information, etc.

Describe how the charter school will fulfill, if applicable, the Optional Purposes of charter schools found in s. 1002.33(2)(c).

In accordance with the law, charter schools may fulfill the following optional purposes:

- *Create innovative measurement tools.*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
- *Expand the capacity of the public school system.*
- *Mitigate the education impact created by the development of new residential dwelling units*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

Key Biscayne Charter High School will expand the capacity of the public school system by providing for a local educational choice to high school students on the island of Key Biscayne. Establishing a local school will give students an edge over their current options by eliminating 90-120 minutes of commuting time each day. This additional time may be spent in educational programs, studying or participating in extracurricular activities.

The school will investigate all the possible educational offerings that could be offered to

students—including honors and AP classes, specific educational strands, possible academies and pursuit of an International Baccalaureate and International Studies (IB) curriculum. Expansion into one or more of these areas, or others, will be a decision made by the Principal, students, parents and teachers as the school expands its operations.

The Hope Study-An Innovative Evaluation Tool

Background Research

One example of an innovative evaluation tool that is under consideration by the Key Biscayne Charter High School is the HOPE Study:

Adolescence is a uniquely critical time in the development of young people. For example, a wide range of educational research has found declining levels of motivation, engagement and achievement in adolescence. Developmental and clinical psychologists have discovered that psychological disorders like depression and anxiety often emerge in adolescence. Research documents that experiences in adolescence can impact life trajectories. As a major component of the adolescent life experience, secondary schools can provide a strong platform for future success *or* can solidify negative attitudes and self-concepts for life.

The Hope Study was constructed to assess school environments using the developmental perspective. Schools can now be assessed as cultures that create a set of relationships, norms of behaviors, values and commitments that lead to the development of healthy and productive students. According to developmental psychology, school environments can achieve this objective by providing for students' basic psychological needs: autonomy (choice, self-management), belongingness (strong teacher and peer relationships) and a positive goal orientation (uniformly high expectations, recognition of effort). Each of these variables leads to higher engagement. Developmental theory states that students in these sorts of supportive environments should respond by engaging more directly in their learning and, over time, gaining confidence in themselves as achievers.

In addition, we measure student behavioral and emotional engagement in learning and their psychological adjustment, or "hope". Hope is a concept that reflects a student's perception of him or herself as a success, a problem-solver, and an achiever. In a psychologically healthy environment, student perceptions of the learning environment (as measured by autonomy, belongingness, and goal orientation) should be higher, and students should respond with higher levels of engagement, and, over time, growth in hope.

By increasing student engagement and hope, schools can realize benefits in terms of student behavior, attendance, and academic achievement, and students gain an increased confidence in themselves as achievers that can benefit them throughout their life span. For example, research shows that higher-hope students not only set more challenging school-related goals for themselves when compared to lower-hope students, but also tend to perceive that they will be more successful at attaining these goals even if they do not experience immediate success.

2. Target Population and Student Body

- ◆ Describe the anticipated target population to be served.
If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in s. 1002.33(10)(e).
- ◆ Provide for each year of the charter you are seeking, the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class and the total number of students enrolled.
- ◆ Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.
"The Quality Education Act" establishes limits on the number of students in core curriculum classes by grade level. Annually, compliance with the Act's standards progressively ratchet up through 2010-11 when full compliance is mandated. All school districts have been notified of how they will be expected to ensure compliance, and as student subscription rates vary from district to district, charter school applicants should consult with their respective district officials regarding how best to design their plan for compliance with the Act.

Describe the anticipated target population to be served.

Key Biscayne Charter High School is designed to serve up to 400 students in a community based facility. The facility will be housed in classrooms located in the heart of Key Biscayne and will provide Key Biscayne Charter High School students a local option for secondary education. Currently students are required to leave the Island and travel 90-120 minutes round-trip to the Coral Gables public high school. Inclement weather, traffic conditions and seasonal traffic often increase the daily commute time.

The Key Biscayne K-8 Center currently serves 1,100 children. Approximately 130 students are entering 8th grade and will be potential candidates for the new high school when it opens in 2009. A local Catholic school on the Island has approximately 30 students that are entering 8th grade. These children will also be targeted as students for the new charter high school. In addition, Key Biscayne students that currently leave the Island for middle school will also be approached for attendance at Key Biscayne Charter High School.

Offering a high school option on the Island can help the M-DCPS increase its enrollment at the middle school as well. Approximately 30 students in each of the 6th, 7th and 8th grade classes leave the middle school for private school in order to hold their place at that school for high school. Location of a high school alternative on the Island can help bring these students back to the M-DCPS middle school and increase the middle school class numbers.

In order to be appealing to the incoming freshman class, the new school will have to provide the rigorous level of education they have come to expect in their school. Approximately 20% of the middle school population is in the gifted program and will seek rigorous academics in their high school selection. Honors and AP classes will need to be offered, if not in the first year, then soon thereafter. Additionally, approximately 10% of the middle school students are ESE (Exceptional Student Education) students and will require educational classes appropriate for their needs. A wide variety of courses will need to be planned in order to ensure that all students have exposure to many different courses of study.

Enrollment priority for Key Biscayne Charter High School will be extended to the children of the residents of Key Biscayne. This area is naturally bounded by the Village's location on a coastal barrier island approximately 1.2 square miles in size. Because of the small size of the Village, all targeted students live within 1.25 miles of the center of the Village and are in accordance with Miami-Dade County Public Schools School Board's definition of the appropriate walking distance to a neighborhood school.

Second priority shall go to siblings of children currently enrolled in the school. Third priority will be to children of the Governing Board members and teachers at the school. The school will also seek priority for its Advisory Board members and children of employees of the Village of Key Biscayne.

The school will not discriminate on the basis of race, religion or national or ethnic origin in the admission of students. The school will be non-sectarian in its programs, admissions policies, employment practices and operations. No fees or tuition will be charged except those fees normally charged by other public schools. The schools will meet all applicable state and local health, safety, and civil rights requirements. It will not violate the anti-discrimination applicable provision found in Florida Statutes.

Provide for each year of the charter you are seeking, the grades that the school will serve, the number of students to be served in each grade, the number of students expected in each class and the total number of students enrolled.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5	Years 6-15
9	75	75	100	100	100	Up to 100
10	50	75	75	100	100	Up to 100
11	0	50	75	75	100	Up to 100
12	0	0	50	75	75	Up to 100
Total	Up to 125	Up to 200	Up to 300	Up to 350	Up to 375	Up to 400

* The numbers provided herein are estimates, and may fluctuate each year and within each grade level depending on student enrollment and/or attrition in the respective grade levels.

Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The school is developed with the class size requirements at the forefront. The school will open in 2009 in accordance with the 2010-2011 class size requirements by developing facilities and hiring teachers that meet or exceed the 1:25 student teacher ratio required in grades 9-12.

In our first year, the school will be in complete compliance with the Class Size Reduction Act.

3. Educational Philosophy

- ◆ Describe the educational philosophy and/or approach of the proposed school, including a description of the instructional methods to be used.
- ◆ Describe the research base on the educational philosophy and/or approach.
- ◆ Describe how the educational philosophy and/or approach aligns with the school's mission.
- ◆ Explain why the educational philosophy and/or approach are appropriate for and likely to result in improved educational performance for the school's target population.

If the school intends to replicate an existing school design¹:

- ◆ Provide evidence that the existing design has been effective and successful in raising student achievement.
The effectiveness of an existing school design can be demonstrated by providing evidence of the success of the academic program and organizational viability, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.
- ◆ Describe the applicant's capacity to replicate an existing school design.
Capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

Describe the educational philosophy and/or approach of the proposed school, including a description of the instructional methods to be used.

The Key Biscayne Charter High School will be designed to prepare our students for fulfilling lives in the global economy of the 21st century--with strong emphasis on a college preparatory curriculum. We will prepare our students to be lifelong learners who are well prepared to assume positions of responsibility and leadership in their communities. There will be a great synergy between the unique Village culture and the teachings of the Key Biscayne Charter High School.

The school's instructional program will reflect rigorous academic objectives consistent with State of Florida standards. Additionally, technology will be utilized in the core curriculum areas of Language Arts, Reading, Science and Mathematics. The academic and technological initiatives will be further enhanced by an enriched curriculum in Art, Music and Physical Education.

The core philosophy and underlying purpose of Key Biscayne Charter High School is reflected in the following concepts: High expectations for students and teachers; Creative endeavors as an integral part of the growth and development of all students; Character development; Increasing

¹ An applicant is considered to be replicating an "existing school design" if:

- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the established and operation of the proposed school are deeply involved in the operation of the similar school(s).

A plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design, for example.

self-esteem through mechanisms that ensure the improvement of the students' self-images as learners; Parental Involvement Obligation; Students who understand their learning styles, and plan and monitor their learning; Student and teacher's accountability; and the concept that success breeds success. These concepts are embodied in the school program and serve as a vehicle to increase learning opportunities with special emphasis on low performing students.

The Key Biscayne Charter High School, at a minimum, will begin operations with the core academic programs required to meet Florida State Sunshine Standards. Students will be required to meet the following course requirements over the four years of high school, namely:

Language Arts	4 credits
Mathematics	4 credits
Science	3 credits
Social Studies	3 credits
Foreign Language	2 credits
General Electives	8.5 credits
Required Electives	2.5 credits

It is anticipated that most students will earn 24-30 credits during grades 9-12.

Library/Media/Technology will be close at hand, available to every classroom. Computers will be available in every classroom. The school will utilize state-of-the-art educational software and accepted teaching methods for each subject. These materials will be reviewed on a three year cycle—but updated annually as needed.

Academic performance will be measured through informal and formal assessments. Baseline tests will be administered to identify the educational strengths and needs of incoming students. Students will demonstrate competence in core academic areas through traditional assessments, such as publishers' tests, and alternative assessments, such as portfolios that demonstrate authentic learning. Tests that require higher level thinking and/or problem solving skills will be included.

Each student will have a Progress Monitoring Plan at levels recommended by the State, the County Board and current accepted educational practices on which his/her progress will be based. This will serve as the baseline for the student's entry into our learning environment and as their road map to success.

The school will investigate a curriculum that contains more intensive courses such as Advanced Placement and Honors courses and seeks to implement these courses as soon as possible. Students may be eligible to receive college credits for scoring a 3 or higher on Advanced Placement examinations. We anticipate a program which may allow students to choose to take concurrent courses—one course each semester, contingent upon having a minimum 3.0 unweighted GPA. Where appropriate, opportunities may be provided for accelerated high school graduation options, in accordance with state statutes.

Philosophy of the Key Biscayne Charter High School:

- **Community School Philosophy:**

Based on national trends in educational reform that favor smaller, neighborhood schools, and in response to the community's desire for a neighborhood high school in a safe and secure environment, The Village of Key Biscayne proposes to provide its residents with an education choice for their children in grades 9-12. The Village of Key Biscayne seeks to develop a charter school to serve up to 400 students in grades 9 to 12. By developing the high school within the community, the Village will not only serve the needs of its residents, but will help provide additional student stations within an overcrowded school system.

Education is the foundation of democracy. As such, it must work for all young people. Yet far too often young people disengage from learning and do not reach their full, human potential. Community schools are places where partners come together to offer a range of support and opportunities for children, youth, families, and communities before, during, and after school. A community school underscores democracy by reengaging students and parents in both education and the local village.

Community schools foster a learning environment that extends far beyond the classroom walls. Students learn and use critical thinking skills in the context of their lives and communities. Community schools nurture this natural engagement. Because of the deep and purposeful connections between schools and communities, the curriculum is influenced and enhanced, removing the artificial separation between the classroom and the real world. Our vision for community schools is that they are places where *all* students engage in learning, achieve to the best of their ability, and become productive citizens and participants in our democracy.

Community schools also offer "place-based" learning. Place-based learning is rooted in what is local -- the unique history, environment, culture, economy, literature, and art of a particular place. The community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning. Together we have discovered that this local focus has the power to engage students academically, pairing real-world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to respect and live well in any community they choose.

For additional reference, please see:

<http://www.communityschools.org/index.php?option=content&task=view&id=6&Itemid=27#WhatCS>

<http://www.nwrel.org/scpd/sirs/10/t008.html>

Core Values at Key Biscayne Charter High School:

A Character Education curriculum will be integrated into all subject areas. The following core values will be included:

Citizenship - Understanding the role the individual plays in society.

Cooperation - Working together towards goals in an interdependent world.

Fairness - Treating others impartially, maintaining an objective attitude toward those whose actions and ideas are different.

Honesty - Being sincere. Not cheating or lying.

Integrity - Standing up for your own beliefs. Resisting social pressure.

Kindness - Being helpful, compassionate and gentle toward all living things.

Pursuit of Excellence - Striving to do your best and not giving up.

Respect - Showing regard for others, being courteous and polite.

Responsibility - Thinking before you act and being responsible for those actions.

Positive Thinking - Teaching the value of a positive outlook and teaching positive language as reinforcement technique.

- ***Critical thinking*** will become a key component of Key Biscayne Charter High School:

Critical thinking will be taught and encouraged at the High School. Critical thinking is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities, as well as a commitment to overcome our native egocentrism and socio-centrism.

A well-cultivated critical thinker:

- Raises vital questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as needs be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in figuring out solutions to complex problems.

Global Awareness requires using 21st century skills to understand and address global issues. It involves learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. It is based upon an understanding of other nations and cultures, including the use of non-English languages.

- **21st Century Interdisciplinary Themes:**

Financial, Economic, Business and Entrepreneurial Literacy involves understanding the role of the economy in society and using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy is exercising the rights and obligations of citizenship at local, state, national and global levels and understanding the local and global implications of civic decisions.

Health Literacy is obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing. It includes understanding preventive physical and mental health measures and establishing and monitoring personal and family health goals.

Information, Media and Technology Functional and Critical Thinking Skills:

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

Information Literacy is accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand. It includes possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Media Literacy is understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions. It is examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. There must be a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

ICT (Information, Communications & Technology) Literacy is using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy. It includes using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Learning and Innovation Skills:

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

Creativity & Innovation requires demonstrating originality and inventiveness in work, developing, implementing and communicating new ideas to others and being open and responsive to new and diverse perspectives. The student must act on creative ideas to

make a tangible and useful contribution to the domain in which the innovation occurs.

Critical Thinking & Problem Solving requires exercising sound reasoning in understanding and making complex choices and decisions. The student must understand the interconnections among systems and identify and ask significant questions that clarify various points of view and lead to better solutions. Framing, analyzing and synthesizing information is required in order to solve problems and answer questions.

Communication & Collaboration is articulating thoughts and ideas clearly and effectively through speaking and writing. It involves demonstrating ability to work effectively with diverse teams. The student must exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. There is shared responsibility for collaborative work.

- **Life and Career Skills:**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility & Adaptability are necessary for adapting to varied roles and responsibilities and working effectively in a climate of ambiguity and changing priorities.

Initiative & Self-Direction is monitoring one's own understanding and learning needs and going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. The student demonstrates initiative to advance skill levels towards a professional level. It involves defining, prioritizing and completing tasks without direct oversight and utilizing time efficiently and managing workload. There is a demonstrated commitment to learning as a lifelong process.

Social & Cross-Cultural Skills are used to work appropriately and productively with others. It is leveraging the collective intelligence of groups when appropriate. It involves bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

Productivity & Accountability involve setting and meeting high standards and goals for delivering quality work on time. It is demonstrating diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership & Responsibility require using interpersonal and problem-solving skills to influence and guide others toward a goal. It is leveraging strengths of others to accomplish a common goal. The student must demonstrate integrity and ethical behavior by acting responsibly with the interests of the larger community in mind. Additionally, the following instructional techniques will be incorporated throughout the curriculum in order to maximize learning and successful attainment of learning objectives:

- **Tutoring** - Teaching one student or a small number with the same abilities and

instructional needs can be remarkably effective. Teachers, teacher assistants, and peers will provide tutoring at Key Biscayne Charter High School. It will be offered during class time at the teachers' discretion, after school, and possibly on Saturdays. It will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.

- **Cooperative Learning** - Students in small, self-instructing groups can support and increase each other's learning. In small groups, students learn teamwork, how to give and receive criticism, how to plan, monitor, and evaluate their individual performance and group activities. It is expected that teachers at Key Biscayne Charter High School will use cooperative learning effectively, building in interdependence, independent accountability, and the social and academic skills necessary for success.
- **Graded Homework** - Students learn more when they complete homework that is graded, commented upon, and discussed by their teachers. A homework policy that includes attention to both quantity and quality of homework will be established at the School. Administrators, teachers, parents, and students will periodically review the policy in order to ensure its effectiveness in promoting student achievement.

Describe the research base on the educational philosophy and/or approach.

The Village of Key Biscayne Charter High School will implement an academic model which affords a research-based systemic educational process through a thoughtful, quality-oriented whole-school design infused with state of the art teaching and learning systems. This process enables learners to be highly successful citizens in a complex information age and global economy.

The Village's philosophy is based upon the changing world of the 21st century and the nature of the information culture in which students live. Expertise from the local private sector will be an important aspect of the school. The community boasts great resources in terms of having within its population private citizens who may impart specific knowledge and leadership skills to students to support or complement a specific subject.

The model outlines the school organization, curriculum, faculty development, student assessment and economic structure, or in essence, what is to be learned, how it should be learned, how it should be taught and how it is to be assessed.

There are eight key elements to the model:

- A clear learning mission focused on student achievement.
- A rigorous national standards-based thematic curriculum.
- High standards of assessment and accountability.
- A highly selective recruitment process resulting in a superior facility.
- High quality ongoing professional development.
- Partnership with parents and the community.

- An economically viable and sustainable model.

The School will employ various research-based approaches, in support of the educational mission, to deliver the quality curriculum, including, but not limited to:

- **High expectations** - According to a report released by the National Center for Education Statistics, "The more rigorous the high school curriculum, the more likely students are to find success in college. Students with a rigorous high school curriculum were found more likely to enroll in four-year College institutions and ultimately attain a bachelor's degree. The report also finds that a lack of a rigorous curriculum proves a more significant obstacle to overcome than socioeconomic challenges, test scores, or a poor initial year in college." The study further describes a rigorous curriculum to include: "4 years English, 3 years foreign language, 3 years Social Studies, 4 years Mathematics (including pre-calculus or higher), 3 years science (including Biology, Chemistry, and Physics), and one AP course." To that end, the curriculum of Key Biscayne Charter High School will meet and in some cases exceed the requirements to be considered a rigorous program.
- **In-Field experts as teachers** — The US Department of Education in their work entitled Promoting educational excellence for all Americans, they indicate that a challenge exists in finding a well-prepared teacher. "A prepared teacher knows what to teach, how to teach and has command of the subject matter being taught."

At Key Biscayne Charter High School, the School is fully committed to hire qualified teachers and moreover researchers and practitioners to teach upper level courses, who have command of the material and know their subject matter.

There are elements of the educational practices and teaching methods at Key Biscayne Charter High School that are rooted in Dr. TheodoreSizer's Coalition of Essential Schools and the nine principles presented therein his research. Some of these principles will be incorporated as part of the educational philosophy of the School specifically with respect to commitment to Academic Excellence and Character Development. Samplings of the manner in which Dr. TheodoreSizer's nine principles may be implemented include:

Principle 1: Less is more (Guided research, integrating curriculum, "uncovering" curriculum)

Integrating Curriculum: Separate subject areas will be blended into broad themes and concepts rather than isolated subjects and skills. Content areas covered into broad themes will include Social Studies, Math, Art/Music, Science, Writing, Reading, Listening, and Speaking.

Principle 2: Intellectual Focus (Creative thinking, engaging minds, essential questions, alternative teaching strategies) Alternative Teaching Strategies: It will be a requirement of teachers at the School to "break the mold" by coming up with alternative teaching strategies

Principle 3: Universal goals (Themes, learning and mind styles, interdisciplinary approaches, inclusion)

Learning and Mind Styles: It is the very foundation of the School that each student must be viewed as an individual with unique learning and mind styles. Teachers will be required to take a constructivist approach, i.e., they will look at how each student learns and thinks and then use this

information to expand on the student's learning. Teachers at the School will not be providers of information, but providers of opportunities for students to gather their own information.

Principle 4: Creative Administration Plan (Changing status of present structures and schedules, differentiated roles for all, staff development)

The staff at the School will be recognized for his or her individual learning style. Teachers will be required to recognize and teach to the strengths of each student, as such, students will experience success in the learning process. Success breeds positive self-esteem.

Principle 5: Personalization (Learning styles, student self-esteem, common planning time, teams and houses, crossstrading)

Each student's learning environment will be personalized to meet his/her potential. Each class will be further broken down into small learning groups or teams. In that manner, each student will be an integral part of a learning team.

Principle 6: Staff (Participatory management, teachers developing curriculum, changing teacher practices)

Teachers Developing Curriculum: Teachers will play an integral role in the development of core curriculum, maintaining - and exceeding - the highest standards as reflected in the Florida Sunshine State Standards. Curriculum development will reflect what and how best to present a core body of knowledge. When teachers participate in the curriculum development, their "buy-in" to the process increases dramatically.

Principle 7: Student as Worker (Cooperative learning, student involvement, commitment, and responsibility empowered student/ teacher as coach)

Cooperative Learning: Especially in a multi-grade/age classroom setting, older students can take on a role as helper to younger students. Younger students learn how to work together with a diverse group. Commitment and Responsibility: By signing the school's Code of Conduct, students acknowledge that they are making a commitment to and responsibility for their role as an active participant in the learning process.

Principle 8: Demonstration of Mastery (Performance assessments, planning backwards, exhibitions and portfolios)

Performance Assessments: An integral part of the methods used to identify educational strengths of students at Key Biscayne Charter High School will involve performance assessments. Namely, facilitator observation, peer and self-evaluations, projects, presentations, and portfolios will be used as performance assessments.

Principle 9: Attitude (Parent involvement, collegiality, comradeship, trust and decency, and cooperation)

Parent Involvement: Parents will be expected to play an integral role in the school.

In 1998 a tenth common principle was added: "the school should demonstrate ... inclusive policies (and) model democratic practices ... explicitly challenging all forms of inequity and discrimination" (Coalition of Essential Schools pamphlet, *The Ten Common Principles*, 1998).

Other research based strategies the School will utilize include: hands on learning; inquiry-based research projects, science experimentation, hands-on technology that is integrated & problem driven, CRISS (Creating Independence through Student-owned Strategies, Reciprocal Teaching, Small learning communities, etc.)

Positive Youth Development:

Effective learning environments intentionally connect home, school, and community.
(verbatim from "Community-Based Learning. Engaging Students for Success and Citizenship)

Positive Youth Development theory has re-evaluated how adults view young people and the challenges they face. At its center is awareness of young people's strengths. Positive growth is most likely to occur in an environment that recognizes and builds on young peoples' abilities rather than simply working to prevent weaknesses. In Karen Pittman's words, "problem-free is not fully prepared." [K. J. Pittman and W. P. Fleming, "A New Vision: Promoting Youth Development" (Washington DC: Center for Youth Development and Policy Research, September 1991). Written transcript of live testimony by Karen J. Pittman given before The House Select Committee on Children, Youth, and Families.] Also see K. Pittman, M. Irby, and T. Ferber, "Unfinished Business: Further Reflections on a Decade of Promoting Youth Development," *Youth Development: Issues and Challenges* (Philadelphia: Public/Private Ventures, 2000). [Retrieved from <http://www.ppv.org/indexfiles/pubsindex.html>]

Positive youth development refers to an ongoing process in which meaningful content, practice, and opportunities for active participation allow young people build the skills, attitudes, knowledge, and experiences that equip them for life. It is also a deliberate approach for working with young people that can be implemented in various settings.

Its practices are grounded in the tenants of developmental theory beginning with the notion that young people develop at various rates along several dimensions—intellectually, socially, emotionally, and physically. [For a discussion on origins of the field of positive youth development, see R. Catalano et al., *Positive Youth Development in The United States: Research Findings on Evaluations of Positive Youth Development Programs* (Washington, DC: US Department Of Health and Human Services and the National Institute for Child Health and Human Development, November 1998)]. It recognizes that supportive environments promote growth in all these areas. Following psychologist Abraham Maslow's well known hierarchy, it calls for learning environments that address young people's basic needs so they can successfully meet higher order challenges. [Abraham Maslow, *Motivation and Personality*, 2nd ed. (New York: Harper and Row, 1970)]. It acknowledges Urie Bronfenbrenner's understanding that young people experience the world in concentric, expanding circles of family, school, community, and the larger society. [Urie Bronfenbrenner, *The Ecology of Human Development: Experiments by Nature and Design* (Cambridge, MA: Harvard University Press, 1979)]. **Effective learning environments find ways to intentionally connect all of the systems that affect young people's lives — home, school, and community.**

Describe how the educational philosophy and/or approach aligns with the school's mission.

The educational philosophy (and ultimately the school curriculum) aligns with the Florida Sunshine State Standards and goes beyond to express the unique culture of the Village of Key Biscayne. It will promote learning for leadership, academic growth, ability to construct knowledge and individual responsibility. We will focus on the following:

- Developing academic excellence through national standards-based curriculum.
- Promoting maturity through self-respect, self-confidence and self-control within each student. These will be gained through group process skills and cooperative learning, peaceful means of conflict resolution and respect for the rights of others.
- Accelerating intellectual growth through thinking and problem solving strategies, enabling students to master national standards and Florida Sunshine State standards in all disciplines; Language Arts, Mathematics, Science and Social Studies. This will be enhanced through workplace/character competencies, the use of technology as a learning tool, and the application of data analysis skills and research methodology.
- Guiding towards independence by stressing the pursuit of excellence and the need to continually question and learn. We will promote the development of skills for accessing the information highway, study skills for life-long learning and tactics for the exploration of career options in a global economy.
- Providing balance and perspective by encouraging the development of academic and career skills; the exploration of the humanities and fine arts; the recognition of both achievement and individual differences; parent and community involvement in the school; a heightened awareness of community needs and goals; and an understanding of the importance of regional and global citizenship.
- Encouraging critical thinking and skills for the 21st Century.
- Teaching a philosophy that ties to the community and supports the local culture.

Explain why the educational philosophy and/or approach are appropriate for and likely to result in improved educational performance for the school's target population.

Students in Key Biscayne Charter High School live in a culturally rich community that is a microcosm of the global community discussed in other classrooms. It is important that the educational philosophy for these students be in tandem with the lives that they lead at home and in their neighborhood. This makes a progressive, 21st century approach to the classroom an important key to success for the school and the individual student.

Place based learning leads to positive youth development and support of the local community. Without a local school for the high school students, there is no option but for them to travel to another location for school. Place-based learning is rooted in what is local -- the unique history, environment, culture, economy, literature, and art of a particular place.

The community provides the context for learning, student work focuses on community needs and interests, and community members serve as resources and partners in every aspect of teaching and learning. Together we have discovered that this local focus has the power to engage students academically, pairing real-world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to respect and live well in any community they choose.

The teaching methods and approaches used at Key Biscayne Charter High School will be tailored for each specific student. The School believes that through the implementation of quality teaching methods and techniques, students will perform at their maximum levels. Teachers and staff at Key Biscayne Charter High School will continuously monitor student progress to ensure that each student's performance maintains a steady level of improvement as the year progresses.

Children of Key Biscayne choosing to attend the Key Biscayne Charter High School will be able to significantly reduce the 90-120 minute commute students endure to attend school out of their community, providing them with additional instruction and or educational recreation time to improve their educational performance.

A comprehensive assessment program will be implemented to ensure that the program is working. Testing will be done by utilizing a variety of assessments. The measurement tools will be timely and relevant and will be used to identify improvement needs and expand student understanding and mastery of content.

4. Curriculum Plan

If the curriculum is already developed:

- ◆ Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.
For schools that intend to serve high school students, the proposed curriculum must describe the "areas of interest for majors" as required by Florida Statutes..
- ◆ Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.
The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: www.justreadflorida.com/docs/reading_programs.pdf
- ◆ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- ◆ Describe how the effectiveness of the curriculum will be evaluated.

If the curriculum is to be developed:

- ◆ Describe the plan for development of the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.
- ◆ Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.
The reading curriculum must be consistent with effective teaching strategies and be grounded in scientifically-based reading research. Information on reading requirements may be accessed at: www.justreadflorida.com/docs/reading_programs.pdf
- ◆ Identify the research base and foundation materials that will be used to develop the school's curriculum.
- ◆ Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.
- ◆ Describe how the effectiveness of the curriculum will be evaluated.

If the curriculum is to be developed:

Describe the plan for development of the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve Sunshine State Standards.

The Village of Key Biscayne has contracted the services of Fielding Nair International and EdVisions Schools to plan and design education facilities and to implement innovative teaching and learning models to complement existing State Standards and, whenever feasible, enhance learning opportunities for the students. The consulting engagement will take place in the August – December 2008 timeframe. Guidance from these consultants will assist the Village in determining the appropriate curriculum for the school.

Although a final curriculum has not been defined, The Key Biscayne Charter High School will pursue a program that combines the Florida Department of Education's Sunshine State

Standards and Key Biscayne Charter High School objectives of meeting both the specific and diverse needs of our student body. This means implementing a curriculum program that addresses the school wide goals while paying particular attention to individual students' needs. The reading curriculum will be guided by an alignment of Key Biscayne Charter High School Curriculum with Federal and State Policies. Specifically:

There will be curriculum alignment with the Sunshine State Standards grade level expectations for 9-12 and the No Child Left Behind Act.

Weekly benchmarks will be identified from the Sunshine State Standards and used as a guide for planning the curriculum program daily. Based on these benchmarks, appropriate instructional strategies will be selected to meet the diverse learning styles of students and state/federal standards.

Classroom instruction will be guided by the latest in research theory and departmental planning and assessment. The school will obtain membership in several professional organizations including the International Reading Association, ASCD, and the National Staff Development Council.

Student performance will be continuously assessed, and students not making adequate progress towards the Sunshine State Standards will be identified and appropriate measures for improvement will be instituted.

Ongoing communication will occur between the school and the parents through progress reports, parent conferences, and other forms of written and oral communication.

All students not meeting standards will be placed on a plan to memorialize those specific strategies to be implemented to remediate any learning deficiencies.

Student records from the prior year will be reviewed for baseline data on each student, including, but not limited to, standardized test scores, report card grades, attendance records, and behavior records. In the case of Exceptional Student Education (ESE), Individual Education Plans (IEPs) will be secured. Also, individual LEP Student Plans will be obtained for English Language Learners (ELL). This data will be made available to the current teacher who will assess progress and provide appropriate services to ensure students have the ability to master the Sunshine State Standards.

The Key Biscayne Charter High School Campus will prepare 9-12th grade students to attain their highest potential and achieve academic excellence in preparation for postsecondary education and therefore will ensure that all students meet and/or exceed the requirements for high school graduation, including mastery of all respective Sunshine State Standards. The school will provide an interdisciplinary curriculum, utilize technology, and focus on instruction in critical thinking, reading and writing in the content areas. The students will be expected to achieve high academic standards, develop leadership skills, and become responsible, productive citizens.

Academic achievement: Students will be expected to demonstrate high academic achievement in critical thinking in the content areas of Reading, Writing, Mathematics,

Social Studies and Science.

Technology: Following the guidelines of NCLB initiatives and state programs, technology will be used to support learning in the content areas. School-wide technology will be integrated into the curriculum to support different learning styles and to better meet the needs of all learners including those with disabilities through interactive reinforcement, immediate feedback and corrections and repetitive exercises. In addition, technology will be used as a vehicle for professional development through in-house training and workshops.

Learning for the 21st Century: Teaching critical thinking skills that will assist students in practical applications in the 21st Century.

The core curriculum will incorporate and be aligned with the Florida Sunshine State Standards, will have a college preparatory emphasis and will provide intensive core courses customized to specific student needs. As the school grows and matures, students performing at grade level and above will have the opportunity to access the full range of academic courses. Students who wish to pursue an advanced academic program will be then able to attend Honors and Advanced Placement courses. All students will be encouraged to maximize their full potential by taking the most rigorous program in which they can be successful.

The recommended course of study for all students of the School will include:

- four years of Language Arts, Mathematics, Science, and Social Studies,
- three years of a Foreign Language,
- courses in Performing/Fine and Practical Arts,
- courses in Life Management skills, Physical Education and Personal Fitness,
- available elective courses.

In addition to course requirements, students will also earn a qualifying score on the FCAT (9th and 10th grade), demonstrate computer literacy, complete a community service project and earn an un-weighted, cumulative grade point average of at least 2.0. Promotion from grade to grade will be in accordance with the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan*. All students will have accessible to them the requirements necessary for eligibility to participate in the Florida's Bright Futures Scholarship Program and to earn a College-Ready Diploma. All students will be encouraged to participate in advanced courses as they become available at the school.

Until such time as the school can provide all of the AP courses requested by the students, another option may be the Florida Virtual School. The FVS offers high-quality, online high school curricula, including AP courses. The FVS Program can be a resource for students with limited access to AP offerings. All students have the option of taking online courses from the Florida Virtual School. For information, visit www.flvs.net.

FLORIDA VIRTUAL SCHOOL – Any Time, Any Place, Any Path, Any Pace

Florida Virtual School (FLVS) is an established leader in developing and providing virtual K-12 education solutions to students nationwide. A nationally recognized e-Learning model, FLVS was founded in 1997 was the country's first state-wide Internet-based public high

school. Today, FLVS serves middle and high school students with more than 90 courses. In 2000, the Florida Legislature established FLVS as an independent educational entity with a gubernatorial appointed board. FLVS is the only public school with funding tied directly to student performance. FLVS provides online solutions for grades 6 to 12, as well as for adults seeking GED alternatives both in FL and out-of-state through their Global Services Division.

The content of the core subject areas (English/Language Arts, Mathematics, Science and Social Studies) will start at least with the basic requirements and grow to include many of the following:

Language Arts:

The School will adopt the Just Read, Florida! K-12 Comprehensive Research-Based Reading Plan, as established by the Florida Department of Education. The purpose of the Language Arts program is to provide instruction and promote academic excellence in reading, writing, oral communications, and the interpretation of literature. Instruction in Language Arts will continuously emphasize fundamental functions of language; however, “Language is also the avenue by which one gains access to literature and thereby to the cultural treasury of civilization”. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida Comprehensive Assessment Test, and study skills enabling success in school and beyond when entering the world of work.

Four years of High School English are required for graduation. Students will be placed in the appropriate English course on the basis of scores on standardized tests, past performance in classes, and teacher recommendation.

Language Arts - Students will:

Read a wide range of print and/or nonprint texts (fiction, nonfiction, classic and contemporary works) to build an understanding of the texts, themselves, and the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Read a wide range of literature from many periods and in many genres to build an understanding of the many dimensions of human experience.

Apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Such strategies will include drawing upon prior experience, interactions with writers, knowledge of word meaning and other texts, word identification strategies, and understanding of textual features (e.g., sentence structure, content, graphics.)

Adjust their use of spoken, written and visual language (e.g., style, vocabulary) to communicate effectively with a variety of audiences for a variety of purposes.

Apply knowledge of language structure, language conventions (e.g., spelling, punctuation),

media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.

Conduct research on issues and interests by generating ideas and questions and by posing problems. Students will gather, evaluate and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

Use a variety of technological and informational resources (e.g., libraries, database, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.

Use spoken, written and visual language to accomplish their own personal purposes (e.g., persuasion, learning enjoyment).

The following is a list of courses that may be offered:

- Intensive Reading
- Intensive Reading Plus
- English I
- English I Honors
- English I Honors Gifted
- English I through ESOL
- English II
- English II Honors
- English II Honors Gifted
- English II through ESOL
- English III
- English III Honors
- English III Honors Gifted
- English III through ESOL
- English IV
- English IV Honors
- English IV Honors Gifted
- English IV through ESOL
- AP English Language and Composition
- AP English Literature and Composition
- Screenplay Writing
- Creative Writing I (0.5)
- Creative Writing II (0.5)
-

ESOL Electives:

- ESOL Intensive Language (L1)

- ESOL Intensive Language (L2)
- ESOL Intensive Language (L3)
- ESOL Intensive Language (1...4)

Mathematics:

The school will instruct students in various branches of Mathematics, including: operations, numeration, whole numbers, fractions, decimals, percents, ratio and proportion, equations, inequalities, functions, expressions, properties, constructions, area, volume, proofs, etc. in preparation for the Florida Comprehensive Assessment Test; however, will delve into a more advanced study and practical application of the concepts and how these skills relate to the success of the world of mathematics beyond the classroom.

Students will be taught to understand mathematical reasoning and processes, the ability to apply mathematics and to evaluate the significance of the results, the ability to develop flexible strategies for problems in which solutions are not obvious, and the acquisition of mathematical intuition. It is the School's intention as part of the commitment to the international theme, to portray mathematics as a universal language wherein "mathematics promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought" thereby creating an appreciation for the international nature of mathematics.

The Mathematics curriculum will be aligned with the Sunshine State Standards for High School Mathematics and the courses will, at minimum, address the following five strands:

1. Number Sense, Concepts, and Operation
2. Measurement
3. Geometry and Spatial Science
4. Algebraic Thinking
5. Data Analysis and Probability

Four years of Mathematics are required for graduation. Students will be placed in the appropriate Math course on the basis of scores on standardized tests, past performance in classes, and teacher recommendation.

Mathematics - Students will:

- Number and Operation – Understand numbers, ways of representing numbers, relationships among numbers, and number systems; understand the meaning and relationship of operations; and use computational tools and strategies fluently and estimate properly.
- Patterns, Functions, and Algebra – Understand various types of patterns and functional relationships; use symbolic forms to represent and analyze mathematical situations and structures; and use mathematical models and analyze change in both real and abstract contexts.
- Geometry and Spatial Sense – Analyze characteristics and properties of two- and

three-dimensional geometric objects; select and use different representational systems, including coordinate geometry and graph theory; recognize the usefulness of transformations and symmetry in analyzing mathematical situations; and use visualization and spatial reasoning to solve problems both within and outside of mathematics.

- Measurement – Understand attributes, units, and systems of measurement; and apply a variety techniques, tools, and formulas for determining measurements.
- Data Analysis, Statistics and Probability – Pose questions and collect, organize and represent data to answer those questions; interpret data using exploratory data analysis; develop and evaluate inferences, predictions, and arguments that are based on data; and understand and apply basic ideas of chance and probability.
- Problem Solving – Build new mathematical knowledge through working with problems; develop a disposition to formulate, represent, abstract and generalize in situations within and outside mathematics; apply a wide variety of strategies to solve problems and adapt the strategies to new situations; and monitor and reflect on mathematical thinking in solving problems.
- Reasoning and Proof – recognize reasoning and proof as essential and powerful tools to mathematics; develop and evaluate mathematical arguments and proof; and select and use various types of reasoning and methods of proof as appropriate.
- Communication – organize and consolidate mathematical thinking to communicate with others; express mathematical ideas coherently and clearly to peers, teachers and others; extend mathematical knowledge by considering the thinking and strategies of others; and use the language of mathematics as a precise means of mathematical expression.
- Connections – recognize and use connections among different mathematical ideas; understand how mathematical ideas build on one another to produce a coherent whole; recognize, use and learn about mathematics in context outside of mathematics.
- Representations – create and use representations to organize, record and communicate mathematical ideas; and use representations to model and interpret physical, social and mathematical phenomena.

The following is a list of courses that may be offered at the School:

- Geometry Honors (9th Grade)
- Geometry Honors Gifted (9th Grade)
- Geometry B (9th grade)*
- Analysis of Functions (9th grade)
- Analysis of Functions Gifted (9th or 10th grade)
- Pre-Calculus (9th or 10th Grade)

- Geometry C ((10th or 11th Grade)*)
- Linear Algebra, Geometry D, Propositional Calculus (11th and 12th Grade)*)
- Calculus (10th Grade)
- Calculus 1 AP (10th or 11th Grade)
- Calculus II AP (11th or 12th Grade)
- Calculus AB
- AP Calculus BC
- Honors Statistics
- AP Statistics
- Calculus HI AP (12" Grade)

Science:

The purpose of the Science program is to provide students with a broad knowledge of scientific concepts and provide a solid foundation for students to pursue postsecondary education. All Science coursework is designed to promote the sense of inquiry through laboratory experiences and therein to further develop critical thinking skills. Instruction in these subject areas will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem-solving. Students will be engage in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the School will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge.

Although only three years of science is required for graduation, students of the School will be encouraged to pursue at least four years of science coursework. The Science curriculum will be aligned with the Sunshine State Standards for Science and the content standards of the National Science Education Standards. The Science courses will address, at minimum, the following eight strands: Nature of Matter, Energy, Force and Motion, Processes that Shape the Earth, Earth and Space, Processes of Life, How Living Things Interact with Their Environment, and the Nature of Science.

The courses offer conceptual development in the Earth, Life, and Physical Sciences and will cover a gamut of topics therein. Earth and Space Sciences focus on the relationships between the environment, our solar system, the universe, along with the structure of our own planet and how these factors influence life on Earth. The Life Science courses deal with the living world, cells, relationships between plant and animal life, and the biotic and a-biotic factors that influence these relationships. Physical Sciences approach the concepts of energy, force, work, machines and simple mechanics that is observable in the world around us.

Physics and A.P. courses are suggested course options to all students in preparation to pursue post secondary education courses, especially when pursuing careers in the field of sciences.

Science - Students will:

- Experience the richness and excitement of knowing about and understanding the natural world.
- Use appropriate scientific processes and principles in making decisions.
- Engage intelligently in public discourse and debate about matters of scientific and technological concern.
- Increase economic productivity through the use of knowledge, understanding and skills of the scientifically literate persons in their careers.
- Develop abilities to do scientific inquiry and understandings about scientific inquiry.
- Physical Science – Develop an understanding of the structure of atoms; structure and properties of matter; chemical reactions; motions and forces; conservation of energy; and interactions of energy and matter.
- Life Science – Develop an understanding of the cell; molecular basis of heredity; biological evolution; interdependence of organisms, matter, energy, and organization in living systems; and behavior of organisms.
- Earth and Space Science – Develop an understanding of energy in the earth's system; geochemical cycles; origin and evolution of the earth systems; and origin and evolution of the universe.
- Science and Technology – Develop abilities of technological design and understandings about science and technology.
- Science in Personal and Social Perspectives – Develop understandings of personal and community health; population growth; natural resources; environmental quality; natural and human-induced hazards; and science and technology in local, national and global challenges.
- History and Nature of Science – Develop understanding of science as a human endeavor, nature of scientific knowledge, and historical perspectives.

The following is a list of the courses that may be offered:

- Earth/Space Science (9th Grade)
- Biology
- Biology I Honors
- Biology I Honors Gifted
- Anatomy and Physiology
- Anatomy and Physiology Honors

- Chemistry
- Chemistry Honors (10th Grade)
- Chemistry Honors Gifted
- AP Biology (11" Grade)
- AP Chemistry (10" Grade)
- Physical Science
- Physics
- AP Physics (12th Grade)
- Physics Honors (12th Grade)
- Physics Honors Gifted (12th Grade)
- Environmental Science
-

Social Sciences:

The Social Studies curriculum consists of thematic units that have been designed to integrate the various subjects and address the following four key areas: (1) Time, Continuity, and Change (History); (2) People, Places, and Environments (Geography); (3) Government and the Citizen (Civics and Government); and (4) Economics.

Special effort will be made to address a variety of cultures and times and analyze their interaction in the modern world. Lessons will be designed to teach students to effectively analyze historical evidence, use sources effectively, detect potential bias in resources due to cultural influences, and argue empathetically. Students also will be taught to build upon factual knowledge through lessons that emphasize thinking and writing in an historical context, and will study the past with an eye toward enhancing their ability to appreciate and understand the present. Three years of Social Studies are required for graduation. Social Studies – Students will:

Culture – Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

Time, Continuity, and Change -Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic and political revolutions.

People, Places and Environments - Refine maps of locations, regions, and the world that demonstrate understanding of relative location, direction, size and shape.

Individual Development and Identity - Articulate personal connections to time, place, and social/cultural systems.

Individuals, Groups and Institutions - Apply concepts such as role, status and social class in describing the connections and interactions of individuals, groups and institutions in society.

Power, Authority, and Governance - Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

Production, Distribution, and Consumption - Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

Science, Technology, and Society - Identify and describe both current and historical examples of the, interaction and interdependence of science, technology, and society in a variety of cultural settings.

Global Connections - Explain how languages, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

Civic Ideals and Practices - Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

The following is a list of courses that may be offered:

- World History
- World History Honors
- World History Honors Gifted
- AP World History
- AP World History Gifted
- Caribbean History (0.5)
- Latin American History (0.5)
- AP European History
- AP European Gifted
- Psychology I
- Multicultural Studies (0.5)
- American History
- American History Honors
- American History Honors Gifted
- AP American History
- AP American History Gifted
- AP Macroeconomics (0.5)
- AP US Government and Politics (0.5)
- AP Human Geography
- Economics
- Economics Honors
- Economics Honors, Gifted

- Philosophy

The content of the elective subject areas may include the following:

The Arts:

The School envisions an approach of global interpretation and understanding of the arts for its students. Analyzing the common traits and differences of artistic expression across cultures, discovering the cultural value of civilizations reflected in their works of arts, and understanding the relationship between ideas and arts across the globe.

As the school grows, both visual arts and performing arts will be elements of the curriculum. Students will be taught to identify particular creative abilities and to apply techniques appropriate to particular forms of expression, developing their own imagination and skills. Works of art that have proven to be of enduring worth will be used throughout the program of arts instruction.

The following is a list of courses that may be offered:

- Drama I, II and III
- Drawing and Painting I and II
- Art
- Art Appreciation/History
- Music Appreciation
- Creative Photography I and II
- Dance Techniques I and II

Language(s) Other Than English:

Reading, speaking, and writing a second language will be taught to all students of the School. Instruction will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Three years of language other than English will be offered in support of the School's mission to develop a true bi-literate student.

The following is a list of courses that may be offered:

- Spanish for Spanish Speakers I and II
- AP Spanish Language
- AP Spanish Literature
- French I, II

Physical Education:

The School's physical education program will center on teaching students to cultivate a

healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, and will be structured to include opportunities for forms of self-reflection, communication, and teamwork. The physical and natural resources of the Island will be fully utilized allowing for world class tennis, golf, rowing, and scull. Basketball and soccer facilities are located in the center of the Village.

Consideration should also be given to the ability of students to compete on school teams. The smaller student environment gives each child a greater opportunity to join a team and gain a new experience. Competition for spots on sports teams at larger schools are difficult to achieve.

The following is a list of courses that may be offered:

- Personal Fitness
- Team Sports-including soccer, swimming, tennis and volleyball
- Health I-Life Management – (includes instruction of health promotion and disease prevention)
- Individual and Dual Sports II
- Dance Technique I
- Ethnic Dance

Technology:

The School will equip its classrooms with multi-media, high-speed computers and other hardware with high speed Internet access. In addition to standard courses listed below, students will have access to digital cameras, video and sound equipment, which enable students to produce professional level products and multimedia presentation. Further, the Village has both a radio and television station that will allow for practical experience for the students.

Such integration of technology throughout the curriculum requires policies are in place to promote safe, ethical, and appropriate use of such technology in compliance with legal and professional standards. Therefore, a policy for the acceptable use of the Internet as a tool for learning will be included in the respective handbooks produced and agreed to by students and their parents that clearly dictate network etiquette guidelines for such use. Similarly, in the staff handbook, a similar use policy will be included as a reminder of professional standards regarding appropriate use of technology to which the staff must adhere.

The following is a list of technology courses that may be offered over time:

Computers:

- Introduction to Computers
- Computer Applications I, II
- Applied Computer Technology
- Business Software Applications I, II
- Web Design 1, 2, 3
- PC Support I, II, III
- Computer Programming-Basic I, II
- Computer Programming II, II, HI

Describe the school's reading curriculum, providing evidence that reading is a primary focus and that there is a curriculum and set of strategies for students reading at grade level or higher and a separate curriculum and strategy set for students who are reading below grade level.

The School will adopt the *Just Read, Florida!* K-12 Comprehensive Research-Based Reading Plan, as established by the Florida Department of Education. Reading will be a primary focus of the curriculum. The students will master reading, writing, and verbal skills through continuous infusion of reading skills in all subject areas, and each course will have reading and reading related skills integrated into the curriculum. Resources will be provided by the School to assure the successful completion of the required course work.

To assist in successfully meeting in the goals of the Sunshine State Standards the following objectives from Florida's *Reading Program Specifications*, are practices that will be implemented at the school:

Students will be screened at the beginning of each school year to determine basic reading development and to detect the presence of any difficulty.

Comprehensive diagnostic measures are used to investigate the nature of reading problems for students with detected reading difficulties.

Progress monitoring of skill acquisition is periodically administered throughout the school year to detect and steer reading progress.

For students who are reading below grade level, a diagnostic reading test will be administered, parents will be notified, and a progress monitoring plan (PMP) will be completed.

For optimal instruction students will be grouped in various ways to accommodate varying reading levels and learning styles. Whole-group instruction, small-group instruction, individual instruction, and independent reading will be the four methods teachers will utilize to address the various needs of the students.

Effective Reading Strategies

The teachers will use reading curriculum consistent with the Sunshine State Standards, addressing specific objectives which support the development of the competencies.

Additionally, the Reading Program Specifications document will be used as a framework in further developing an effective reading program.

Supporting strategies for attaining the benchmarks on the Florida Comprehensive Assessment Test at each grade level will be implemented based on the needs of the students. Below is a listing of strategies that may be utilized at different grade levels:

- Structured Independent Reading
- Reciprocal Teaching
- Questions and Discussions
- Read and Retell
- Learning to Write – Write to Learn
- Vocabulary Development
- CRISS (Creating Independence through Student-owned Strategies)
- Book Sharing
- Cooperative Groups
- Graphic Organizers
- Marginal Note-taking

To assist in efficiently using the time dedicated to making reading a primary focus of the curriculum, the following objectives from Florida's *Reading Program Specifications* will be practices that will be implemented at the School:

- Significant instructional time is dedicated to reading instruction.
- Explicit systematic approach to instruction through skill scaffolding and monitoring of student learning gains.
- Students actively engage in learning during instructional time.
- Reading activities accessible beyond the school day.
- Collaborative and coordinated efforts within the school and between the school and home.

Student literacy is a major initiative of the School, and reading instruction will be treated as a major priority of the school. The School is committed to implementation of the *Just Read, Florida!* initiative including the implementation of the K-12 Comprehensive Research-Based Reading Plan, as prescribed by the Florida Department of Education.

Supplemental Material

Key Biscayne Charter High School will provide students at all grade levels with supplemental reading material that presents a mixed genre of reading assignments and

activities that tie student learning to real world experiences. Texts will include non-fiction material, drama, puzzles, and debates. These materials will help students to set their own purposes for reading, gain insights as well as a deeper understanding and appreciation for the joys of reading. Teachers will guide students to relate material to personal experiences and academic knowledge in the various content areas.

Newspaper in Education. Classroom reading instruction will be enhanced by the use of newspapers in the classroom which provide students with hands on reading activities that directly relate to their environment and real world experiences.

Future reading programs for the school could include electives such as the following:

Independent Reading Program [Silent Sustained Reading]

Students will be guided in the practice of reading independently for enjoyment. Students will read independently for fifteen minutes per day in one of the content areas. Teachers will monitor the progress of students through classroom discussion and reading logs.

Writing Club / School Newspaper

The objective of this club is to involve students in the writing process focusing on activities that are fun and exciting even while they are learning the rudiments of effective reading and writing. Students' assignments will be selected for publication in school newspaper. It is anticipated that the high interest activities that students participate in combined with the affirmation of having their work published will motivate them to improve their writing standards and their overall academic performance, including FCAT Writing and Reading.

The Reading Club

Students will participate in regular meetings held by teachers who focus on a monthly genre or theme. Teachers will engage students in critical literacy exercises aimed at improving their critical thinking skills. Students will read high interest books that span a variety of genres and themes. Ultimately, students' overall academic performance will be impacted by these innovative strategies that include all the reading benchmark skills.

Identify the research base and foundation materials that will be used to develop the schools curriculum.

Research for core curriculum is based on K-12 Curriculum Correlated to the Sunshine State Standards and the Grade Level Expectations, as published in M-DCPS website <http://www.dadeschools.net/students/cbc/>.

Research on educational philosophy, approach and instructional methods are based on descriptions narrated in the "Educational Program Design" Section.

For reading, the school is following the prescribed statewide program *Just Read, Florida!*

EdVisions has been contracted by the Village of Key Biscayne to assist us in the determination of final curriculum to be implemented. For further information on EdVisions, please refer to www.edvisions.coop.

Explain how exceptional students and students who enter the school below grade level will be engaged in and benefit from the curriculum.

All students will be engaged in and benefit from the curriculum including exceptional students or students who enter the school below grade level. Apart from providing the specific services listed in a student's IEP, the School's faculty will differentiate instruction as necessary and is committed to offer the students tutoring services or other such assistance to ensure they remain successful.

Student performance is continuously assessed, and students not making adequate progress towards the Sunshine State Standards will be identified, and appropriate measures for improvement will be instituted. All students not meeting standards will be placed on a Progress Monitoring Plan, to memorialize those specific strategies to be implemented to remediate any learning deficiencies.

LEP students who are not meeting district and/or state student performance levels in language arts/reading/ESOL, and/or mathematics, will be involved in the school-wide progress Monitoring Plan (PMP) process as delineated in the M-DCPS procedures. Reading proficiency of recently classified LEP students will be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the school-wide PMP process. For students with disabilities, the IEP will constitute involvement in the school-wide PMP process.

As per the M-DCPS Pupil Progression Plan, the time LEP students are required to participate in basic ESOL instruction will be equal to the time non-LEP students are required to participate in the regular English language arts/reading program. This will be achieved through a combination of ESOL instruction in a pullout, self-contained (See Section 7, English Language Learners). Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

Describe how the effectiveness of the curriculum will be evaluated.

The extent to which the effectiveness of the curriculum can be evaluated will be determined by the achievement of the specific measurable objectives (provided herein section I.5) as well as the educational goals listed in the School's School Improvement Plan. An array of educational activities will be integrated into the curriculum to support the goals of the School Improvement Plan and enhance the overall academic success and performance of the students.

Additionally, through the school's commitment to pursue and obtain high school accreditation from the *Southern Association of Colleges and Schools Council on Accreditation and School Improvement* (SACS/CASI), within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the Accreditation process, the School will: validate compliance with numerous SACS/CASI learning standards; demonstrate engagement in Continuous Improvement, including the development and implementation of foundations for continuous

improvement; provide for quality assurance; and participate in a peer review process.

Within the school's first year, the School plans to invite two representatives from the Florida Committee to perform a readiness visit as a first step to apply to candidacy as a new applicant. It is anticipated that within three years of opening, the school will complete a SACS self-study, host a peer-review visiting team, and comply with all SACS standards.